

## Whitworth Digital Commons Whitworth University

---

Whitworth Alumni Magazine

University Archives

---

1967

# Alumni Magazine Summer 1967

Whitworth University

Follow this and additional works at: <https://digitalcommons.whitworth.edu/alumnimagazine>

---

### Recommended Citation

Whitworth University, "Alumni Magazine Summer 1967" Whitworth University (1967). *Whitworth Alumni Magazine*. Paper 303.  
<https://digitalcommons.whitworth.edu/alumnimagazine/303>

This Text is brought to you for free and open access by the University Archives at Whitworth University. It has been accepted for inclusion in Whitworth Alumni Magazine by an authorized administrator of Whitworth University.



WHITWORTH COLLEGE

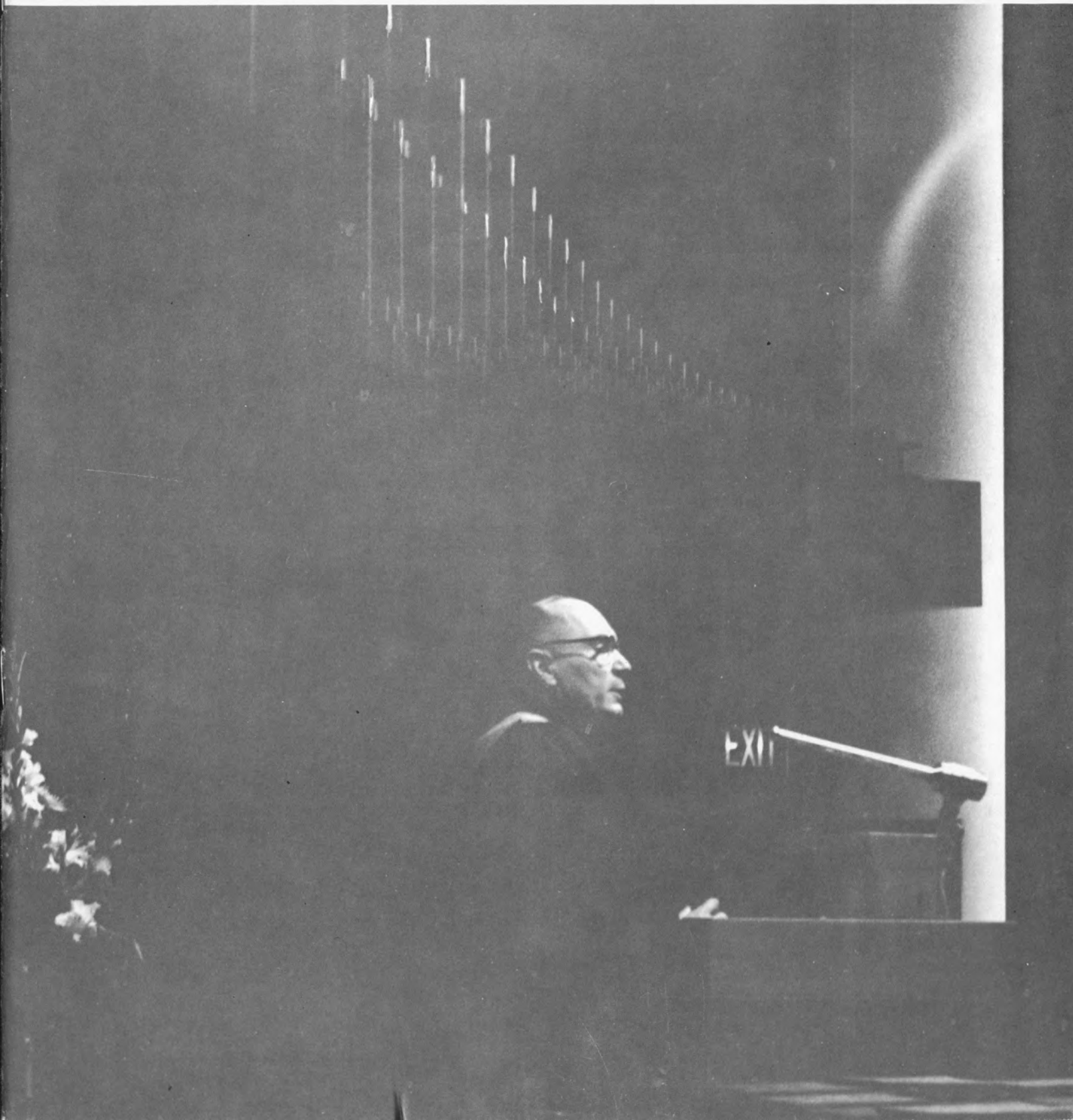
# *Campanile Call*

SUMMER / 1967

Library Doubled

Summer Research

One More River To Cross?



# Campanile Call

W H I T W O R T H   C O L L E G E

---

SUMMER 1967   VOLUME XXXIV   NUMBER 5

The Campanile Call is published quarterly at Whitworth College, Spokane, Washington, 99218, in an effort to reflect the quality and character of the college and to continue and improve sound and proper relations with its alumni and others interested in the advancement of private Christian higher education.

Second class postage paid at Spokane, Washington, 99218. Issued four times yearly in February, May, August and November.

---

VIRGIL GRIEPP, *editor*

## ALUMNI OFFICERS

RICHARD JONES, '57, *president*  
LOWELL POORE, '38, *vice president*  
LARRY HAGEN, '59, *secretary*  
GEORGE McCLARREN, '50, *treasurer*  
JOHN ROTH, JR., '40, *representative, Bd. of Trustees*

---

One More River To Cross?.....	1
Library Doubled .....	5
Summer Research .....	6
News .....	8
HOME COMING.....	October 26-28

---

## THE COVER

*Dean Simpson's provocative address was a highpoint of commencement 1967. Read the full text beginning on the facing page.*



# ONE MORE RIVER TO CROSS?

*by Clarence J. Simpson*

Happily some dividing walls are going down. We maintain less rigidly some artificial distinctions that once characterized our academic institutions. We think less of sharp divisions between undergraduate students and graduates, between students and faculty and administration, or even between those who are and those who are not in college at the moment. For we have discovered that we are all parts of great cooperative endeavor. At Whitworth this is revealed by the fact that this year four students have been sitting on the academic cabinet, the group that has the oversight of the whole academic program. There are many other examples, and I trust that this kind of cooperative involvement, our proper roles and functions being fully respected, will be increased.

In this spirit of mutual membership, I would talk *with* you, not speak *to* you, this afternoon. And I am deeply honored to be asked to talk, particularly with the members of the class of 1967. I must not say too much about that feeling, for I would be tempted either to be too sentimental or to overcompensate by becoming flip-pant. I will simply express my deep thanks for your invitation.

I do feel a certain appropriateness in the occasion, for I have a special kinship with the class of '67. In a way we started together, you as students and I as a new dean. And together we lived, especially that first year,

in a wide range of dramatic experiences. We moved all the way from high tragedy during national emergency attending the death of a president to a kind of soap opera in our local crises that we will not mention today. In all our dramatic experience, we managed to survive. Imagine that! We managed to survive. We saw the big river of the four-year academic experience, we plunged in, and we crossed it. So we find ourselves this afternoon on the other side — facing each other dressed in a most outlandish fashion.

College scenes bring many strange costumes, particularly when the weather turns warm in May, but nothing surpasses what we are wearing this afternoon. Whenever I stand alone putting on this academic garb, I feel more than a trifle silly — silly that after all these winters I should dress up in all these yards of silk and velvet, in this imitation churchman's hood with the lining turned so that the colors can vainly show, and — perhaps most symbolic of all — in my square hat. I remember well one incident years ago in Kansas. On Founder's Day at Southwestern College I left the college without taking off my regalia and drove to the unacademic atmosphere of the street where I lived. Parking my car in front of my unacademic house, I backed out of my Buick with robe and colors blowing in a Kansas gale, turned and looked into the honest face of a passing

motorist. Instantly a look of amazement came over his face, and in the instant of his passing I could see his lips move. He was quoting Hamlet, I think, — "What a piece of work is man!"

### SYMBOLS SPEAK

But ridiculous though I feel when I am alone, whenever I stand with the faculty and walk with those who are to be honored in graduation, I forget my individual absurdity and am strangely moved to be a part of the colorful pageantry. For the costume of the commencement does indeed say something. Syntactical language being inadequate at this point, we resort as we must to the use of symbol. With symbol we manage to reach each other and our parents and friends with special messages of the commencement time. Now of course I cannot explain these meanings in full — that is why we have resorted to symbol. But I can add a verbal footnote, providing one exploratory gloss for a rich but elusive commencement text. It seems to me we are saying this with the symbol of the cap and gown: A momentous event has happened since first we met, many of us some forty-five months ago, and in the full knowledge of that event we dare to expose ourselves to self examination.

What *has* happened in these forty-five months? Most obviously we have aged some three and three quarters years. The late John LaCoste, in his characteristic fashion of stripping away jargon and of banning sentiments that didn't ring true, once said, "We all know this — college is just a great place to grow four years older." This has happened to us. At times we have aged each other with remarkable efficiency. In our crises we found the formula for instant aging. But aging is more than a chronological sequence. Many things have moved into and out of our range of perception. There have been failures and triumphs. There have been old routines, new ideas, moments of passion and of beauty, flashes of insight, long hours of grind. To these we have responded. And in this honest moment of self examination we face this awesome thought: We are defined as persons not by what has happened to us but by how we have responded to the event.

### WE ARE WHAT WE REJECT

Some experiences bounce off. Though they have caught our attention for a brief moment, they are quickly forgotten. These are like a hand turning a

wheel; so long as the hand moves, the wheel moves. They are like the billboards and commercials that we are exposed to day by day. Happily they bounce off, mostly. We would be nervous wrecks if we responded with heart to all that comes, to all that clamors for our attention. We are defined, in part, by what bounces off, by what we reject.

Some experiences take root within us. They develop an organic power of their own from within. They shape our lives and our spirits. We remember them not with the simple recall of a college bowl program but with life actions as essential but as unconscious as the act of



*Much-loved and highly respected by both faculty and students, Dr. Clarence J. Simpson became permanent dean of the Whitworth faculty in 1966 after serving an interim term from 1963 to 1965. He returned to the classroom one year before becoming permanent dean. Simpson's undergraduate work was completed at Asbury College; he received his master's from the University of Cincinnati; and in 1951 earned his doctor of philosophy in English at Stanford University. College-level instruction has claimed Simpson's life since 1937 when he began teaching at the University of Cincinnati; later at Wheaton College and finally at Southwestern College (Kansas) before coming to Whitworth in 1953. Dr. Simpson is listed in Who's Who in America and Who's Who in Education. He is a member of several professional societies and an elder in the United Presbyterian Church, U.S.A.*



breathing. We are defined, in a major way, by what we retain in our whole selves, by what we remember.

Anatole France tells a haunting story of such responses, of such memories. A fictional Pontius Pilate and an old acquaintance, a man named Lamia, by chance meet in a spa somewhere in the reaches of the Roman Empire. Both have lived in Syria during the days that Jesus walked on the earth. Naturally they reminisce. Pilate remembers intrigues, resistance movements and pesky problems with Jewish males. Lamia remembers Jewish women, especially beautiful Jewesses. Most of all he remembers a provocative dancing girl named Mary Magdalena. With pleasure he conjures up her beautiful image, but with chagrin he recalls that she left the places he frequented and attached herself to a certain Jesus. The memory makes him thoughtful—"Jesus of Nazareth . . . I wonder whatever happened to him?" It was then that Pilate contracted his brow and his hand rose to his forehead in the attitude of one who probes the depths of memory. After a silence he said, "Jesus of Nazareth? I cannot call him to mind."

There are many ways to interpret the story. I have entertained at least three since I first read it. But this is what I see this afternoon as we talk together about what defines us as members of an academic community. I see the portrayal of one who looked into the very face of truth, who asked the question "What is truth?", who had the power of life or death over the body of the one true man, and who somehow forgot the encounter.

He blew the whole blessed epiphany!

This disturbing picture of Pontius Pilate reminds us of another, the Apostle Paul. He was rejected and persecuted by his own kinsmen. He was imprisoned in a strange act of the Romans. But his overwhelming memory of the Christ made him free, though he was in chains.

### SELF EXAMINATION

This afternoon in our moment of self examination, we raise this question about our life together at Whitworth College. How have we responded to the events? What *do* we, what *will* we remember? What do we recall with mind, heart, and muscle—not with quick recall but with the actions of life?

What do we remember about what is revealed in Christ? We came to Whitworth knowing that it was a college such as Christians would try to form. We knew that if it was true to its principles it would not be con-

formed to the patterns all about it, would not strive to be an "in" college, but would be transformed by its non-conformist, inwardly emerging faith. You and I have had words together about the Christ. More significantly, in His light we have experienced human relationships, wordless but eloquent testimonies of a light within. Let us admit that our incarnations have been grossly imperfect. We are rightly unsatisfied; we are rightly critical of ourselves. This is no time to compliment ourselves on our Christianity. But hovering around all the imperfection that we must try to change, penetrating our darkness, has been the reality of the timeless Christ. Now we are sometimes tempted to define ourselves by our quickness in spotting the imperfection of human presentation. In this moment of self examination let us face a better inquiry. How have we responded to that hovering reality beyond the imperfection? Did He bounce off, like a bad television commercial? Was He intently heard and honestly considered? (This is all He would ask; He would not compel our lives.) Did His words take root within, forming a new life? Jesus of Nazareth, the reason why there is a Whitworth College,—can we call him to mind?

### COLLEGE IS DISCOVERY

And what do we remember about those steps we took together toward a liberal education? A liberal education is not a body of facts; it is not even a group of subjects classified as the arts and sciences. A liberal education also is a hovering reality behind all the imperfection of courses and examinations. It is a way of facing life. It looks behind appearances and finds facts. It blows away the smoke of diversionary tactics and finds real issues. Knowing something about history and about the real world here and now, it explodes the persistent human myth that just ahead is one more river and that just beyond that last crossing is instant Eden—security, rest, and endless entertainment. The liberal education way of life acknowledges that there are many rivers ahead and that the most perilous crossing is yet to be seen. It is not defeatist; it sets goals and accomplishes them. But in its hard-headedness it will never accept any goal that it sets as the last one. It takes a broken world and with rightness and beauty would put the pieces together. It takes the ugliness that is about and tries to make some vision of loveliness. It tries in its way to live richly. For it affirms that there is a glory in this difficult human journey, there is a joy in the

crossing. Joy is connected with discovery, and a college is built to discover, not to rehash and pass along but to discover. Not conquest (that's too small!) but exploration. Not rest but action. Not arriving but going. Not in having it made but in the creative act of making. For new experiences are the opportunity for discovery, and they are to be greeted gladly.

When a new emperor came to the throne in ancient China, a great Chinese philosopher cried, "Blow out the candles! The sun is up!" The liberally educated man knows the past but he does not dwell on its failures. He also looks to the moment as the rising sun. But he does not indulge himself in new experiences without examining them in the light of the wisdom of the whole life. He explores, with joy, those new experiences that add to freedom, that bring together the family of man, that build body and mind; and he has the resilience to retain the joy even when he discovers that what he has greeted as the sun is no more than a flickering candle. The present student generations are particularly under the necessity of evaluating new experiences that call for attention. There have always been tantalizing and elusive swamp fires that have tempted men and women away from constructive activity, but now the acceleration is remarkable. Bell, book and candle emerged slowly. Pill, pot and acid have burst into college life abruptly. Not far from the swamp fires, and at first looking deceptively like them, are some lasting truths. Some who are called hippies are very close indeed. With wisdom at this point they say that resistance to war and to racialism, and to all kinds of fences is to be brought by love. Love is the answer, but it must be love like that of the one who first loved us. There is a world of difference between the general, undefined sensation of love and His strong act of loving, which we in our weak way attempt to proclaim.

#### THE TRULY LIBERAL SPIRIT

In short, within the truly liberal spirit are married a realistic acceptance of the long and perilous way ahead and a romantic vigor in choosing true roads and committing oneself to the journey. There are many rivers, not one, but there can be great joy in the crossings. The question for us is whether the wedding has taken place. So we raise the question, What do we remember? Do we recall facts that fade under the dependable laws of forgetting? Great ideas that bounce off and will soon be scattered by the wayside? Momentary sting of pebbles

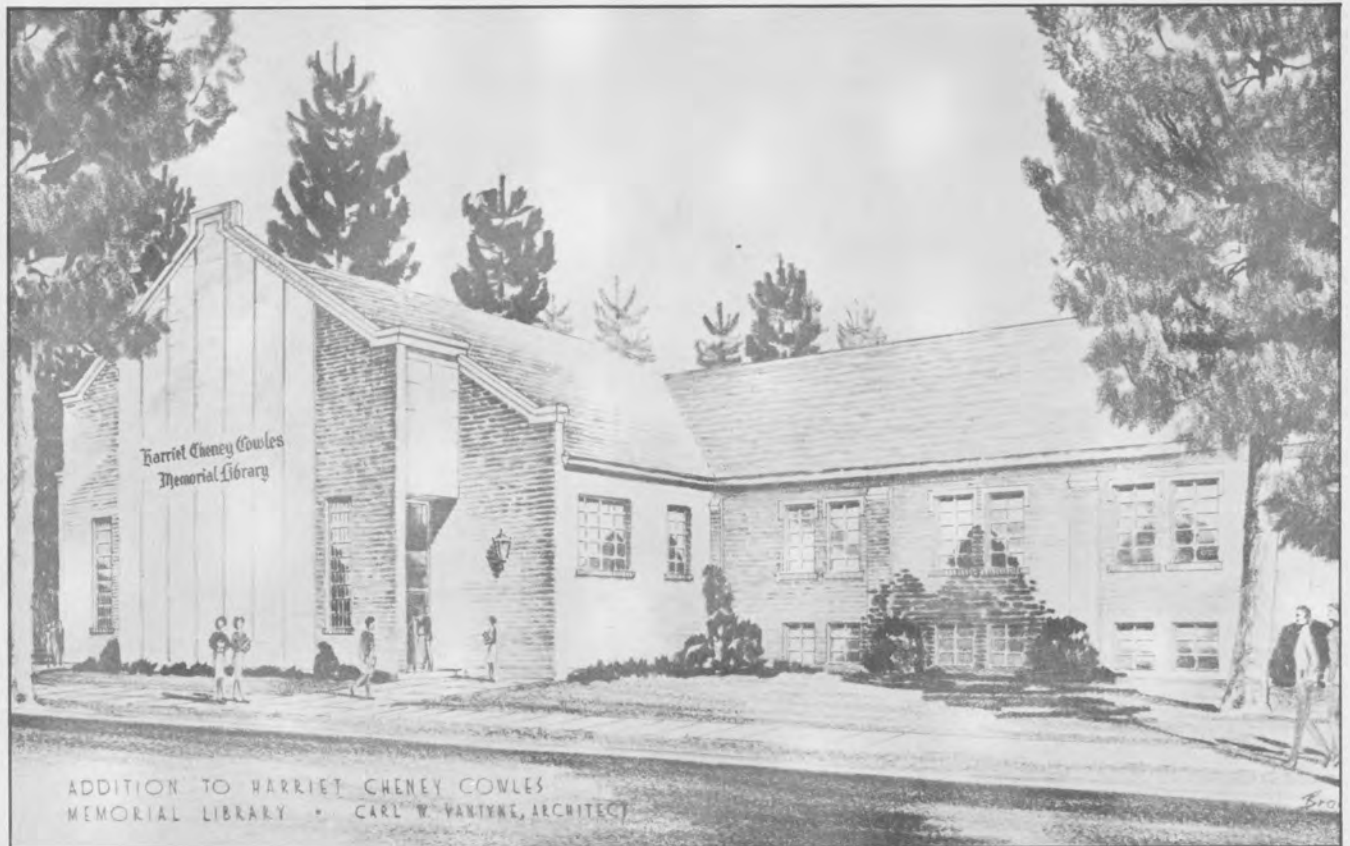
tossed lightly against our consciousness? Or do we remember with the life motions of mind and heart and muscle? Do we remember the hard-headed joy of discovery, the hovering reality of the Christ? We do not claim any corner on either a liberal education or the Christian faith at Whitworth; indeed, we would have both spread as widely as possible. But in these are the very breath and life of our college, if we are faithful, and the meaning of our degrees must be measured in these two terms.

#### UNHAMPERED BY COMPROMISES

Suppose you and I should meet, like Pilate and Lamia, some years hence at some resort—on the Riviera or at Soap Lake, depending on how our cookies crumble. Suppose we should meet by chance and begin to reminisce. What would we remember, these years hence, deeply remember? (Now we cannot judge each other in these matters; but allow me to indulge my fancy just once more, after all the times you have allowed me to do so.) What do you remember about your liberal education? No need to ask the question in this meeting of the future. For your life is free, uncluttered by habits or indulgences that reduce the options of making constructive choices. It is unhampered by compromises that would have narrowed the field of operation. You bear scars because you have been in missions to reduce prejudice, selfishness, violence, and (most deadly of all) indifference. Your mind and your expression are direct—yea, yea and nay, nay—and thus you evaporate the mist that stands tragically between human beings today. You have suffered but your memories recall no bitterness; you hold within you only the well tempered joy of discovery and your plans still are well calculated campaigns to cross many rivers. Your liberal education? You remember! And Jesus of Nazareth. In this distant meeting can you call him to mind? No need to ask that either. Your voice, your countenance, all your simple unconscious acts reveal that you have discovered that some of the hippies *are* right. Prejudice and selfishness and violence and indifference must be met with love. But you have added the redeeming refinement: It is love as he loved us. Jesus of Nazareth? You remember! You haven't blown the epiphany.

So we face each other in cap and gown today. We may look more ridiculous than we have ever looked before, but the symbol speaks to us. I pray God that for you and for me it speaks truly.

# Library Doubled



The Harriet Cheney Cowles Memorial Library at Whitworth College will receive a new wing and interior modernizing of the present structure, Dr. Mark L. Koehler, Whitworth president, announced recently at the college's 77th commencement on the campus.

The original building was dedicated in 1948 when Whitworth had an 800-member student body. Koehler noted that the present facilities were "no longer adequate to serve a student body of 1200, a night school of 750 and an enlarged faculty."

When completed, the expanded building will contain 365 study carrels and stack capacity doubled to 100,000 volumes.

A gift from the family of the late Harriet Cheney Cowles makes possible this project "which perpetuates a spirit of concern and interest in young people and in higher education," Koehler stated.

Koehler said, "The true worth and impact of this necessary library expansion will only be realized in the future quality and excellence of education for the re-

turning college community and for generations yet unborn. We express our deep and abiding gratitude for this commitment."

The new building, now called a Studarium, will have a one-third increase in total floor space bringing the total square footage to 27,632 feet. The new structure's design will be in keeping with the original building design and that of other campus buildings. Carl W. Vantyne, Spokane, is the architect.

Construction is expected to begin soon with completion anticipated by late spring, Koehler said.

The new addition will house the entrance circulation desk, foyer and lobby, work room for receiving and cataloging, and staircase to the present upper and lower floors of the library. Plans call for an elevator and completely new ventilation and fluorescent lighting throughout the building.

The present entrance to the building will be removed with the new section to be added at the west end of the existing structure.



# SUMMER F



Six Spokane students were among 20 western United States students selected to participate in the Secondary Science Training Program conducted by Whitworth College under a grant from the National Science Foundation, according to Dr. Hugh Johnston, professor of chemistry and director of the Whitworth program.

All students selected for the June 12 to August 4 program will be high school seniors this fall, Johnston said. The program is supported by a \$10,038 grant from NSF.

Spokane students attending the research institute were: Damon Coffman, Mead High School; Sharon Fievez, John Rogers High School; Joyce Guymon, Ferris High School; Karen Hadley, Shadle Park High School; Gary Jablonski, Lewis and Clark High School; and Richard Sprague, Gonzaga Preparatory High School.

One half or more of the program was devoted to

research in immunobiology, chemistry, and physics with the remaining time devoted to supporting laboratory instruction and integrated course work.

The purposes of the institute, Johnston said, were to introduce students to experimental and abstract science through active participation in on-going Whitworth faculty research projects, to introduce students to the basic concepts of the applied mathematics necessary to an understanding of the basic subject matter of physical and microbiological sciences, to give students intensive practice in the communication of scientific knowledge both by oral and written means, and to give students a view of the application of scientific knowledge to modern technology.

Other Washington students selected were: Robert Bisschoff, Yakima; Gary Bracken, Seattle; Gary Douglass, Vancouver; Douglas Sharp, Bellevue.

# RESEARCH



All research and classes were conducted in the new \$1.1 million Eric Johnston Science Center. The high school students were resident on the campus for the 8-week course. Students and staff visited several Inland Empire industrial and research complexes including the Washington Water Power Company Power Distribution and Computing Center; Sacred Heart Hospital Medical and Research Laboratories; City of Spokane Sewage Disposal Plant and Laboratories; Kaiser Aluminum and Chemical Corporation Research and Development Laboratories; and The Bunker Hill Company Smelter and Laboratories. Students also participated in liberal arts seminars in English, psychology, speech, music, art, philosophy, guidance and international relations led by other Whitworth faculty.

Idaho students named included: Alayne Boyko, Wallace; Michael Jacobson, Coeur d'Alene; and William

Prater, Ucon.

Students selected from Oregon included: Gayle Bilsland, Corvallis; Susan O'Toole, Portland; and Lynn Samuels, Coos Bay.

Whitworth conducted other NSF supported summer institutes from 1958 through 1963 with the exception of 1960.

Others named for the program were: Anne Brennan, Redondo Beach, California; Brian Hansche, Albuquerque, New Mexico; Holly Hulce, Anchorage, Alaska; and David Penning, Denver, Colorado.

Faculty for the program included Dr. R. S. Winniford, physical chemist; W. G. Wilson, physicist; Dr. E. A. Olson, geochemist; Dr. H. M. Stien, biologist; Dr. R. D. Bocksch, chemist; and Dr. Johnston, organic chemist.

# NEWS

Fourteen persons will be new to the Whitworth faculty this fall. They are: RALPH G. ELLENBERGER, M.A. University of Chicago, 1964; from Nyack College (N.Y.); becomes assistant professor of sociology; replaces Dr. John C. Little, who resigned to become chairman of the sociology department at Jamestown College. WILLIAM G. HARTWELL, III, M.Mus. Indiana University, 1964; from Eastern Washington State College; becomes instructor in music; replaces Thomas T. Tavenor, on sabbatical leave for doctoral studies. DAVID L. HICKS, Ph.D. University of Georgia, 1967; becomes assistant professor of biology; addition possible through funds from recent \$109,000 Research Corporation grant. WILLIAM A. JOHNSON, Ph.D. Oregon State University, 1967; from OSU; becomes assistant professor of chemistry; addition possible through funds from recent Research Corporation grant. ROGER O. KUHRT, M.A., University of Washington, 1967; from UW; becomes instructor of speech; replaces Loyd Waltz who retired last spring after 23 years at Whitworth. DAI-SUKE B. NAKASHIMA, M.S. Central Washington State College, 1966; becomes instructor of psychology; replaces Duncan McQuarrie who resigned to begin doctoral studies. BERNADINE F. PETERSON, M.A. Eastern Washington State College, 1963; becomes instructor in education; consultant from Spokane School District; a college addition. KEITH A. PIERCE, Ed.D. University of Oregon, 1965; from Colorado State College; becomes chairman of the education department; replaces the late Dr. John LaCoste. HELEN L. SANDVIG, M.Ed. Gonzaga University, 1962; from University of Arkansas; becomes instructor in home economics; replaces Dorothy Goss. JOSEPH C. SMITH, M.Ed. Whitworth, 1964;



Ellenberger



Hicks



Kuhrt



Peterson



Sandvig



K. Smith



Shoemaker



Hartwell



Johnson



Nakashima



Pierce



J. Smith



Stevens



Thomas

from Wapato, superintendent of schools; becomes assistant professor of education; replaces Estella Tiffany who retired last spring after 18 years at Whitworth. KARL J. SMITH, M.A. University of California, 1967; from Culver City Junior High School. MILFORD B. STEVENS, M.S. Illinois Institute of Technology, 1965; from Orange Coast College. Both Smith and Stevens become instructors in mathematics and replace Gladwin Bartel who is on leave for doctoral studies; the replacements possible from \$15,000 Higher Education Act, Title III grant. ROGER R. SHOEMAKE, Ph.D. Oregon State University, 1967; from OSU; becomes assistant professor of biology; replaces Larry Wahl who resigned to begin doctoral studies. RACHEL W. THOMAS, M.Ed. University of Alaska, 1961; from UA; becomes assistant professor of physical education; replaces Deloris Jacobs.

Two hundred thirty students received degrees in Whitworth's 77th spring commencement exercises June 4. President Koehler presented diplomas to 211 bachelor degree candidates and hoods to 19 master degree recipients. Last January Whitworth awarded 125 degrees in its second mid-year commencement making the total number of degrees granted in 1966-67, 355. Of the January graduates 90 received bachelor degrees and 35 received master degrees. Honorary doctorates were presented four men at the spring commencement. Doctor of divinity degrees were awarded the Rev. Robert A. Mills, Spokane minister, and the Rev. Robert C. Thorp,



Dr. Thulean's wife adjusts hood, director of the University Student Center, Guatemala. Professor Chang Whan Park, Presbyterian Theological Seminary, Seoul, received a doctor of

letters degree. Donald M. Thulean, conductor of the Spokane Symphony Orchestra, was hooded with a doctor of music degree. Dr. Clarence J. Simpson delivered the commencement address and the Rev. Clifford I. Chaffee read the baccalaureate sermon.

The fifth annual Whitworth College Community Resources Workshop concluded recently with a coffee hour honoring businesses and industries which have supported the workshop with scholarship monies. Dr. Jasper H. Johnson is director of the workshop. A special plaque of commendation was presented to the American Sign and Indicator Cor-



Luke and Charles Williams receive plaque. poration "for five continuous years of generous contributions and support of the Community Resources Class." The engraved plaque in the shape of Washington state was presented to Luke and Charles Williams, owners of ASI. \$2800 was given by Inland Empire business and industry in support of scholarships for the special class which studies the Inland Empire resources of government, business and industry available to educators. Certificates of appreciation were presented to 23 Spokane-area companies for scholarship support. Johnson noted that 76 Spokane-area educators completed this year's course making a total of 296 persons completing the workshop since its inception in 1963. A highlight of this year's class was a two-day field trip into central Washington to study the recreation potential of the area at city, county, state and federal levels. The course carried six semester hours of credit.

Faculty news, notes and briefs . . .

DR. RONALD R. SHORT, assistant professor of psychology, was invited as a staff-intern to the National Training Laboratory, August 3-18, meeting in Cedar City, Utah. Later he and Mrs. Short attended the Danforth Associates convention in Silver Springs, N.Y. . . . DR. I. DEAN EBNER, associate professor of English, was recently named chairman of the English department replacing Dr. Kenneth Richardson who will be on sabbatical during the coming spring semester. . . . DR. MARK LEE, chairman of the speech and drama department, and DR. HARRY L. DIXON, chairman of the business department, were recently promoted to full professor. . . . Promoted to the rank of associate professor were DR. I. DEAN EBNER and DR. ROBERT S. WINNIFORD, chemist. . . . GLADWIN BARTEL became assistant professor of mathematics. . . . ISLA RHODES, assistant professor of home economics, was one of forty U.S. educators to receive a National Science Foundation grant to attend a 4-week nutrition seminar at South Dakota State University. . . . HOMER J. E. TOWNSEND, associate director of development, has been listed in the latest edition of *Who's Who in American Education*. . . . DAVID DAHL, assistant professor of music, and two organ students at-

tended the International Congress of Organists meeting in Montreal, Ottawa and Toronto, Canada. . . . DR. A. ROSS CUTTER, chairman of the physical education department, was a visiting faculty member at the University of the Pacific (California). . . . ALBERT G. GUNDERSON, assistant professor of speech and drama, continued doctoral studies at the University of Washington. . . . DR. R. FENTON DUVALL, professor of history; DR. A. ROSS CUTTER; J. RUSSELL LARSON, associate professor of art; FLAVAL PEARSON, librarian, and MAE WHITTEN, associate professor of English, served on the Whitworth faculty at Glacier College (Montana). Dr. Duvall was director of the 8-week summer term . . . LOYD WALTZ, retired professor of speech and drama, received the Distinguished Teacher Award from the Washington Auto-

mobile Dealer's Association. Mark Hollenback and Fred Becker, Spokane auto dealers, made the presentation.



FIRST CLASS  
PERMIT 575  
SPOKANE  
WASHINGTON

BUSINESS REPLY MAIL  
No Postage Necessary if Mailed in United States

Postage paid by

*Whitworth College*

DEVELOPMENT OFFICE  
SPOKANE, WASH. 99218





## SHOULD YOU MAKE A WILL?

You have no doubt heard a person say, "I don't need a will because I don't have very much money and anyway the law will take care of the distribution of my property." Yes, the law would distribute your property but the chances are that the distribution would not satisfy you if you were there to witness it. If you die intestate (leaving no will), your property then passes according to the lines of descent and distribution set by law. Under the laws of intestacy your close relatives will share in your estate, but most often not in the same ratios and proportions that you would have wanted.

What else might you lose by not leaving a will? Here are a few:

- you can't choose your executor.
- you may tie up some of your assets.
- your property may pass through two estates rather than one.
- you may miss the opportunity to save taxes.
- you lose the opportunity to share of your estate with other than the immediate members of your family.

One's first concern should be to adequately protect

his dependents and to share his bounty with members of his family. Many are quite surprised to find that they also have an ability to make contributions to their favorite charities that they may have been unable to make during their lifetime. Often such contributions can be made in a way to insure more "after tax dollars" with members of his family than would have otherwise been possible.

Everyone of adult age should have a will regardless of the size of his estate. If you have not made a will or are considering revising your present will, we invite you to write for our booklet "Making your Will." This comprehensive brochure has been prepared by one of the nation's leading attorneys on taxation and estate planning. It includes, among other things, a handy check list of information your attorney will need to prepare your will.

In writing a new will or making a change in a present will you should consult your attorney. He is the only person adequately trained to execute a will. In addition, however, Whitworth College has professionally trained personnel who are available to assist you. For copies of the brochure "Making your Will" or for further assistance please use the following postage-free reply card.

I am interested in learning more about how to make a will.

☐ Please send me the descriptive brochure entitled "Making your Will."

☐ I would like to have a representative call.

NAME ..... PHONE .....

ADDRESS .....

CITY ..... STATE ..... ZIP .....

